
2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet

Name of Principal Mrs. Emily Abrams Massey
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Seaborn Lee Elementary School
(As it should appear in the official records)

School Mailing Address 4600 Scarborough Road
(If address is P.O. Box, also include street address)

<u>College Park</u>	<u>Georgia</u>	<u>30349-1704</u>
City	State	Zip Code+4 (9 digits total)

Tel. (404) 669-8025 Fax (404) 669-8229

Website/URL http://www2.fultonschools.org/school/leeseaborn/ E-mail Masseye@fulton.k12.ga.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Mike Vanairsdale
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fulton County Schools Tel. (404) 768-3600

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date February 6, 2004

Name of School Board
President/ Chairperson Mrs. Katie Reeves
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date February 6, 2004

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 50 Elementary schools
16 Middle schools
11 High schools
6 Other (Briefly explain)
Fulton County has:
2 Open campus high schools
1 Charter elementary school
1 Charter grade 5 school
1 Charter middle school
1 Charter high school

83 TOTAL

2. District per Pupil Expenditure: \$8,288.19
Average State per Pupil Expenditure: \$7,279.82

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural
4. 1 Number of years the principal has been in her/his position at this school.
5 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	33	15	48	7	0	0	0
1	22	18	40	8	0	0	0
2	28	15	43	9	0	0	0
3	28	24	52	10	0	0	0
4	23	19	42	11	0	0	0
5	21	26	47	12	0	0	0
6	0	0	0	Other	0	0	0
			TOTAL STUDENTS IN THE APPLYING SCHOOL →				272

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 2 | % White |
| 95 | % Black or African American |
| 2 | % Hispanic or Latino |
| 1 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 53.5%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	65
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	117
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	182
(4)	Total number of students in the school as of October 1	340
(5)	Subtotal in row (3) divided by total in row (4)	.5353
(6)	Amount in row (5) multiplied by 100	53.53

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 96%
270 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11%

___32___ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

___0___ Autism	___0___ Orthopedic Impairment
___0___ Deafness	___0___ Other Health Impaired
___0___ Deaf-Blindness	___12___ Specific Learning Disability
___0___ Hearing Impairment	___15___ Speech or Language Impairment
___1___ Mental Retardation	___0___ Traumatic Brain Injury
___4___ Multiple Disabilities	___0___ Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	___ 5 ___	___ 0 ___
Classroom teachers	___ 23 ___	___ 0 ___
Special resource teachers/specialists	___ 10 ___	___ 2 ___
Paraprofessionals	___ 10 ___	___ 0 ___
Support staff	___ 13 ___	___ 0 ___
Total number	___ 61 ___	___ 2 ___

12. Average school student-“classroom teacher” ratio: ___16:1___

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94 %	93%	93%	93%	93%
Daily teacher attendance	91.1%	90.4%	91.1%	86.5%	89.6%
Teacher turnover rate	12.9%	15.6%	21%	22.5 %	23.3%
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

PART III - SUMMARY

Seaborn Lee Elementary School, located in College Park, was dedicated in November 1970. The school was built on twenty acres of land donated to the Fulton County Board of Education by the family of Dr. Seaborn Lee, a prominent local physician in the early 1900's. Nestled in a quiet, stable community, Seaborn Lee is a warm and caring school that promotes student learning and development. Seaborn Lee has 23 general education classes, two full time special needs classrooms, and art, music, foreign language, Talented and Gifted, and physical education teachers on staff. Seaborn Lee's students are predominantly African-American who make-up 99% of the population and 1% percent multiracial, Asian, and Caucasian. Thirty-one percent of all students receive academic support through the EIP program, and exceptional children's program. The exceptional children's program gives support for learning disabilities, speech impairment, and emotional and behavioral problems.

Seaborn Lee Elementary School's mission is to provide quality instruction for every child in a safe, nurturing environment. With support from home, school, and community, students are encouraged to be life-long learners and productive citizens in our technologically advanced and diverse society. At Seaborn Lee ES, we believe that all children can learn in a climate that promotes excellence. Student learning is the driving force for all decisions made at the school level.

Seaborn Lee's school motto is E³: Expect Excellence Everyday. The expectation of excellence encompasses all facets of the Seaborn Lee family: students, parents, faculty, and community. Parents and community play a critical role in the success of our school. Through a shared vision for Seaborn Lee, students are encouraged and expected to perform at or above grade level. Parents and community participate in school functions, volunteer in classrooms, participate in PTA and LSAC, and all school-wide initiatives.

Curriculum and instructional practices incorporate a variety of learning activities and current technology to accommodate differences in learning styles. Through the Seaborn Lee Five-Point Plan, teachers consistently create learning environments that nurture and promote active participation in learning. Students learn best when they are actively engaged in the learning process. It is our role to help develop our student's social, emotional, and physical growth as well as encourage acceptance of diversity.

At Seaborn Lee, students start their day off reciting the school's creed: *"I have only just a minute, only sixty seconds in it, forced upon me, can't refuse it, didn't seek it, didn't choose it, but it's up to me to use it, I must suffer if I loose it, give account if I abuse it, it's only just a minute but eternity is in it."*(Dr. Benjamin E. Mays) They are reminded to embrace each and every moment of learning with a sense of urgency.

Seaborn Lee Elementary School is a dynamic learning environment where all students will have the opportunity to participate in challenging academic programs with opportunities to develop their extracurricular interests and passion. At Seaborn Lee, we are dedicated to our students and their success.

PART IV – INDICATORS OF ACADEMIC SUCCESS

- 1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.**

The Criterion Referenced Competency Test (CRCT) is the state mandated assessment of the skills taught and mastered from the Georgia Quality Core Curriculum. The fourth grade is the only grade level that has taken this assessment for the past three consecutive years. This data therefore allows us to see how the students are performing over a period of time. Every fourth grade student at Seaborn Lee was administered the test in the content areas of reading, language arts and math.

The CRCT results are reported in scaled scores, categorized as levels I, II, and III. These scores range from 150 to 450. As a measure of success, the state has identified a range of scores for each level. Level I (below 300) indicates that students have not met expectations. Level II (300-349) shows students have met expectations of grade level performance. Level III (350 and above) is where students have exceeded expectations. Seaborn Lee's 2003 spring results showed remarkable gains.

The CRCT data for 2002-03 also shows Seaborn Lee's percentage of students scoring in levels II and III in each content area higher than district and state percentages. In reading, Seaborn Lee had 88% while the district and state reported 85% and 80% respectively. In language arts, Seaborn Lee had 86% of its students in II and III. The district reports 83% with the state reporting 78%. The results in mathematics indicated that Seaborn Lee had 84% of its students in level II and III. The district and state reports 82% and 74% of their students meeting and exceeding expectations.

Since the first administration of the CRCT in Fulton County, fourth grade students at Seaborn Lee have continually enhanced their performance on the test. The 2001-2003 reading results show the percentage of students scoring in Level III (exceeds expectations) increased from 32% to 44%. Language Arts reflects similar increases rising from 16 to 18 percent in the three years span. In mathematics the results increased from 12 to 19 percent.

Our 2003 CRCT shows that Seaborn Lee ES has the highest combined CRCT results in South Fulton County Schools.

- 2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.**

Seaborn Lee continuously uses data to assess and meet the needs of every student in order to improve student achievement. Assessment tools such as criterion and norm referenced tests, teacher-made assessments, anecdotal records, rubrics, projects, checklists, and student conferences are all used to determine instructional levels and academic needs of the students we serve.

In the spring of 2000, fourth grade students at Seaborn Lee took the Georgia Criterion Referenced Competency Test (CRCT) for the first time. Students were tested in reading, math, language arts, social studies and science. Students are now tested for their knowledge of the curriculum in the first, second, third, and fifth grades. Teachers use information from the CRCT item analysis to determine the areas of strength and weakness of each student per grade level. Teachers then prioritize skills from weakest to strongest and use that information to create weekly instructional foci. Instruction is then delivered in skilled-leveled rotations where they receive differentiated instruction. This process has proven beneficial as teachers look at objectives that need to be modified.

Test data is used in the development of Seaborn Lee's Strategic Plan. The strategic plan is used to strengthen the instructional program and set goals for school improvement. School-wide performance goals are used to focus on increasing the percentage of students performing in levels II and III in language arts, mathematics and reading. The staff implements specific strategies that can improve their instructional delivery. Ongoing staff development is provided to keep teachers abreast of researched based academic strategies. By ensuring that teachers use sound methods, programs and strategies, as well as implement the state's curriculum, students will continue to improve.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Seaborn Lee ES communicates student performance to students, parents, and the community on an ongoing basis through various means. A "State of the School Address" is conducted the first part of the school year to highlight testing data and goals met the previous year. Instructional plans and performance goals for the new school year are also discussed at this time. Providing this information early in the school year affords parents and the community an opportunity to give valuable input towards the school's goals.

Assessment data is reported to parents at regular intervals throughout the school year. Many methods are used to inform parents of their child's progress. Communication methods used include: Parent /teacher conferences, telephone calls, progress reports, report cards, written notes and e-mails. Information on school data is also shared at PTA meetings, through weekly newsletters, and through the news media of the local and metro newspaper. Standardized test results are mailed to parents and are accompanied by interpretive guides. The school counselor and teachers are available to discuss testing results with parents and students.

Parents and the community are encouraged to view data information on the Georgia Department of Education (GDOE) website. The office of Education Accountability provides school systems, local schools and parents with disaggregated data indicating how all schools have performed, school ratings and school rankings.

4. Describe in one-half page how the school will share its successes with other schools.

Seaborn Lee is proud of its student success and teacher commitment to excellence. We are honored to be recognized, not only as a school making adequate yearly progress but exceeding expectations. We warmly invite other schools to come and observe our Five Point Plan initiative in action. Operating with an open door policy to schools within and out side of Fulton County, we share how the plan was developed, implemented and continuously monitored. These meetings include the community board meetings, staff development meetings, best practices presentations, interim data presentations, district curriculum support teacher's meetings, area principal's meetings, district administrative and cluster meetings, and teacher panel discussions.

It is our belief that the strategies of this plan are the fundamental concepts of effective teaching and learning. Additionally, the compilation and organization of instructional resources (e.g., instructional notebooks, student portfolios, and power writing samples) have been identified as key components in assisting teachers in becoming more effective. By enhancing their personal organizational and planning skills, teachers more effectively manage time, and deliver appropriate instruction. This information will also be available to other schools, teachers and administrators.

A team of teachers representing each grade level will submit application to present at district, state and national conferences. The school web page will have a link specifically dedicated to "The Making of a Blue Ribbon School". This site will post the aforementioned five points initiative and instructional resources along with implementations suggestions. We publish a comprehensive school brochure to provide to our business partners and community agencies. Included will be a celebration of our Blue Ribbon Honor. Our school documents will be modified to reference the Blue Ribbon Award.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).

Seaborn Lee's primary focus is on student learning. We believe that all students can and will learn under the guidance of dedicated and competent staff. We believe that the success of our students comes with the partnerships among school, parents, and community.

The Georgia Quality Core Curriculum (QCC) drives our instructional program. It extends the QCC content descriptors to plan for instruction. Working with a standards-based curriculum, our teachers reinforce performance standards by looking and working on required skills. Further, teachers look at the depth, consistency, and thoroughness of those skills they are teaching. Student work and performance provide answers to what students should know and what they are able to do. Teachers use this approach to obtain information concerning the depth of understanding and application for each child. We honor and affirm their efforts with academic celebrations, academic bowls and curriculum fairs. Students discuss their own projects and explain their work. Work samples and projects are displayed throughout the school. As work is displayed, the activity is described, including the standards and instructional levels.

The Seaborn Lee Elementary School staff has worked diligently to improve the quality of instructional practices for the improvement of achievement and learning for students. We have implemented the Five Point Plan that includes: learning rotations, Power Writing Process, word walls, promotion of higher order/critical thinking, and differentiated instruction. Our focus is on research-based strategies that move children toward academic growth.

Our main core curricula areas include, language arts, math, science, social studies, and health. In Language Arts, our philosophy and goals correlate with the state and national standards and focuses on reading, writing, speaking, and listening skills and strategies needed to develop competency in each of these areas.

Our math instruction provides the developmental skills of all strands of math across grade levels. Our math program allows students to perform tasks, learn vocabulary, reason and communicate math skills necessary to be successful in the area of mathematics. The specific areas covered through the math curriculum are: problem solving, patterns and relationships, measurement, numeration and numbers, probability and statistics, and fractions and decimals.

The goals for science are to give students solid, scientific literacy background, with a hands-on approach. We expect students to be technologically literate and use technology everyday in their instructional program. The strands of the science curriculum are Earth, Physical, and Life science.

Social studies is best taught and learned by integrating with other subjects. Students exhibit their knowledge of the fundamentals of social studies as they analyze and demonstrate their ability to reason and make informed decisions. As they emerge into a global society, they learn what it means to be good citizens and respect cultural diversity.

The special needs program use a collaborative, instructional model to plan for effective instruction. Students in this program are introduced to on-grade level material and have an expectation of making consistent progress as designated by the No Child Left behind mandates for adequate yearly progress.

Our specialist instructional programs help strengthen all areas of the curricula. The specialist areas include physical education, music, art, French, computer technology, band, orchestra, and Talented and Gifted. The media specialist and computer specialist work collaboratively with classroom teachers to integrate the curriculum and plan for instruction.

Seaborn Lee's expectations are to advance the level of proficiency in each of these areas by integrating each subject. Disaggregating data and using it to plan for instruction has been a contributing factor for moving students forward academically. Looking at data, weekly, has afforded teachers an opportunity to provide early intervention as needed. Focusing on subgroups and assessing strengths and weakness in specific targeted areas has proven to be effective in improving learning at Seaborn Lee Elementary.

Lesson plans are created to address state standards. They are the vehicles that provide appropriate and sound instructional strategies when working with students. The lesson plans support our Five Point initiatives. The teachers and curriculum department meet weekly, to discuss, plan, and train teachers in specific areas, exclusively. Lesson plans include teaching strategies, activities, and assessments of learning and are reviewed on- going (using a checklist) by the administrative staff.

The curricula's assessment components are closely aligned with the objectives and encourage students to demonstrate their knowledge of concepts, procedures and problem solving skills.

2. Describe in one-half page the school's reading curriculum, including a description of why the school chose the particular approach to reading.

Seaborn Lee Elementary School believes that research-based, best practices should serve as a foundation to support our instructional program. Our goal is to ensure that all students will read on grade level by the conclusion of the third grade. The Voyager Universal Literacy program is being implemented at grades K-2. The Voyager program is based on the latest research in the mechanics of early reading and the principles of effective reading instruction. The key components of the Voyager program include: 1) a classroom setting that promotes collaborative learning, 2) redefined roles for teachers as facilitators, guides, coaches, and mentors, 3) ongoing assessment and monitoring, and 4) continuous staff development focused on elements of effective instruction. The Voyager program is rich in phonemic awareness, phonics, vocabulary, reading comprehension, and fluency.

In grades 3-5, teachers are implementing the county's reading program from Harcourt School Publishers. The Harcourt Trophies Reading and Harcourt Language Arts programs are researched-based, developmental Reading and Language Arts programs. Students are exposed to a variety of literacy material to enhance their reading. Teachers are provided comprehensive guides for implementing the program. They include instruction in explicit phonics, high-frequency words, comprehension, listening, speaking, writing, language, and spelling. Students participate in flexible grouping where they have the opportunity to work with partners, cooperative groups, and direct reading instruction in guided reading groups. Harcourt includes an advanced system of assessments as well. Students are assessed weekly on comprehension and vocabulary skills and teachers utilize the results in planning for instruction for upcoming weeks. An advanced reader module also addresses the needs of those students functioning above grade level.

We believe that on-going assessment and monitoring is effective as a diagnostic tool to achieve a personalized approach to learning for all students. Our aim is that all teachers implement all reading programs consistently and pervasively and this will assist us in meeting our goal for all students to function on grade level and therefore leave no child behind.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Seaborn Lee's school motto, E³: Expect Excellence Everyday stems from our school's mission to provide quality instruction for every child. Students are encouraged to be life-long learners and productive citizens.

Part of the school's Five Point Instructional Plan is a school wide focus on writing. As noted in many educational research studies, writing is evidence of learning. We support the belief of the National Council of Teachers and the International Reading Association, that writing is a developmental process that emerges as children experience language in a real, meaningful, and natural way. We believe that to become better readers students must be efficient writers. Students in grades Pre-K through 5 participate in a thirty-minute, guided writing lesson each day. Students receive direct writing instruction using the Power Writing format, a structured writing strategy, to assist students in becoming proficient writers. Students are assigned a writing topic and proceed through the writing stages including pre-writing, drafting, revising, editing and publishing. Students are exposed to many different writing strategies. The use of graphic organizers, word walls, brainstorming techniques and rubrics provide students with tools to extend their writing. Students practice writing in a mixture of genres to include personal narratives, imaginative stories, content area pieces, and writing to respond pieces. They are given the opportunity to publish final products as each grade level participates in a monthly display on our Building a World of Writers Wall. Teachers are actively engaged in professional development throughout the school year where they receive training in best practices to further develop their writing instruction.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

A selection of sound methods is used to improve student learning at Seaborn Lee ES. Seaborn Lee selects the appropriate research-based programs and strategies to address student needs and to increase student learning. Lesson plans are reviewed weekly, and teachers are given feedback and assistance to help improve their planning of instruction. Seaborn Lee's administrative staff monitors instruction by visiting classrooms daily and giving feedback to teachers. Our staff is guided by the Model of Excellence (See, Plan, Do, Check).

Analyzing and disaggregating data from test scores has been an advantage towards improving student academic performance and learning. After scores have been analyzed, teachers develop a weekly calendar for each grade that identifies objectives to be taught. With consideration of sequencing concepts, teachers teach the weakest to strongest objectives. The instructional focus is taught, on grade level, and students' performance is assessed after teaching the objective for a scheduled amount of time. Students are then grouped accordingly for tutorial or enrichment. Another method of improving student learning and performance requires looking at a subgroup of students scoring at the 40-49th percentile from standardized tests. Teachers examine the areas of weakness (es) and group students to receive academic enrichment.

The staff at Seaborn Lee is supported through staff development. Teachers receive support on how to collect and use data to improve student achievement, implement quality instructional strategies, and increase the utilization of differentiated instruction.

The Seaborn Lee Five-Point plan includes: learning rotations, power writing Process, word walls, promotion of higher order/critical thinking, and differentiated instruction. All classroom teachers are required to use the aforementioned strategies to create learning-focused classrooms. However teachers have the flexibility to expound and expand on these strategies to best accommodate their individual student needs.

Our parents and community involvement component is one of major importance. We elicited several community partners for our school that support us in many ways. Our parent component is essential as we strive to improve student achievement. Parents are actively involved in their child's education through homework, parent conferences, academic achievement programs and various academic fairs.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

The faculty and staff at Seaborn Lee take part in regularly scheduled professional development. Our goal is to become experts in our field. Staff members are working at becoming masters of their craft so that we are better equipped to provide an exemplary instructional program for our students. School administrators, teachers and support staff receive training in *Prioritizing the Curriculum, Best Practices in Reading and Math, Writing, Differentiated Instruction, Classroom Management, Student Assessment, Data Disaggregation, Increasing Achievement with Exemplary Practice – Learning Focused Schools, and Systematic Problem-solving and the Student Support Team (SST) process.*

The expectation at Seaborn Lee is for staff members to implement the ideas and practices that they have gained immediately, to develop methods of tracking the effectiveness of the initiatives and to analyze data as it relates to student achievement. Staff members are encouraged to share and provide feedback on school wide professional development so that we may tailor our sessions to meet staff needs and the needs of the students at Seaborn Lee.

**SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS
GEORGIA CRITERION-REFERENCED COMPETENCY
LANGUAGE ARTS – GRADE 4**

Test Year	2002-2003	2001-2002	2000-2001
Test Month	April	April	April
SEABORN LEE SCORES			
Total Students Enrolled	43	87	88
Did not meet Standards	14%	45%	53%
Met Standards	77%	52%	38%
Exceeded Standards	9%	2%	9%
% at or above standard	86%	54%	47%
Number of students tested	43	87	88
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Special Needs Number Tested	Too Few	5	12
Did not meet standards	Too Few	83%	83%
Met standards	Too Few	17%	17%
Exceeded standards	Too Few	0%	0%
% at or above standard		17%	17%
2. Econo. Disadvantaged Tested	39	38	No Data Avail
Did not meet standards	16%	No Data Avail	No Data Avail
Met standards	82%	No Data Avail	No Data Avail
Exceeded standards	3%	No Data Avail	No Data Avail
% at or above standard	85%		
3. Males Total Students Tested	22	23	39
Did not meet standards	22%	59%	56%
Met standards	74%	38%	38%
Exceeded standards	4%	3%	6%
% at or above standard	78%	41%	44%
STATE OF GEORGIA SCORES			
Did not meet standards	22%	23%	26%
Met standards	60%	62%	42%
Exceeded standards	18%	15%	32%
% at or above standard	78%	77%	74%

Test: Georgia Criterion-Referenced Competency Test

Publisher: Georgia Department of Education

Edition: 2000, 2001, 2002

Groups Excluded: None

Percent Excluded: None

GEORGIA CRITERION-REFERENCED COMPETENCY
READING – GRADE 4

Test Year	2002-2003	2001-2002	2000-2001
Test Month	April	April	April
SEABORN LEE SCORES			
Total Students Enrolled	43	87	88
Did not meet Standards	12%	43%	49%
Met Standards	35%	39%	38%
Exceeded Standards	53%	18%	14%
% at or above standards	88%	57%	52%
Number of students tested	43	87	88
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Special Needs Number Tested	Too Few	5	12
Did not meet standards	Too Few	92%	92%
Met standards	Too Few	8%	8%
Exceeded standards	Too Few	0%	0%
		8%	8%
2. Econo. Disadvantaged Tested	39	38	No Data Avail
Did not meet standards	13%	No Data Avail	No Data Avail
Met standards	39%	No Data Avail	No Data Avail
Exceeded standards	47%	No Data Avail	No Data Avail
% at or above standard	86%		
3. Males Total Students Tested	22	23	40
Did not meet standards	13%	58%	49%
Met standards	39%	30%	35%
Exceeded standards	48%	13%	16%
% at or above standard	87%	43%	51%
STATE OF GEORGIA SCORES			
Did not meet standards	20%	20%	26%
Met standards	36%	41%	42%

Exceeded standards	44%	38%	32%
% at or above standard	80%	79%	74%

Test: Georgia Criterion-Referenced Competency Test

Publisher: Georgia Department of Education

Edition: 2000, 2001,2002

Groups Excluded: None

Percent Excluded: None

**GEORGIA CRITERION-REFERENCED COMPETENCY TEST
MATHEMATICS – GRADE 4**

Test Year	2002-2003	2001-2002	2000-2001
Test Month			
SEABORN LEE SCORES			
Total Students Enrolled	43	87	88
Did not meet Standards	16%	53%	70%
Met Standards	63%	41%	28%
Exceeded Standards	21%	6%	3%
% at or above standard	84%	47%	31%
Number of students tested	43	87	88
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Special Needs Number Tested	Too Few	5	12
Did not meet standards	Too Few	83%	92%
Met standards	Too Few	17%	8%
Exceeded standards	Too Few	0%	0%
% at or above standards		17%	8%
2. Econo. Disadvantaged Tested	39	38	No Data Avail
Did not meet standards	18%	No Data Avail	No Data Avail
Met standards	66%	No Data Avail	No Data Avail
Exceeded standards	16%	No Data Avail	No Data Avail
% at or above standard	82%		
3. Males Total Students Tested	22	23	39
Did not meet standards	22%	54%	69%
Met standards	52%	41%	29%
Exceeded standards	26%	5%	2%
% at or above standards	78%	46%	31%
STATE OF GEORGIA SCORES			
Did not meet standards	26%	34%	38%

Met standards	55%	53%	51%
Exceeded standards	19%	13%	12%
% at or above standards	74%	66%	63%

Test: Georgia Criterion-Referenced Competency Test

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Groups Excluded: None

Percent Excluded: None